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EDITORIAL COMMENT

The first article in this issue presents some interesting results of one area of work in which school social workers are currently interested. There is demonstration of some preventive work which is possible in public schools through the cooperative efforts of the teacher and the school social worker.

The second paper concerns itself with a philosophy of education and with methods and practice in strengthening the core of education. This broad concept of the educational experience for children lends itself for study by all persons interested in community organization and in social welfare.

The third paper presents an experiment in practice in student field work training, carried out cooperatively between a school of social work and a school social work department in a public school system.

EXPERIMENTS IN PREVENTIVE WORK WITH 1B CHILDREN

By MRS. EDITH YOUNG, *Assistant Director* and DOROTHY ZWINK, *Home Visitor*
Social Service Department, Indianapolis Public Schools

Children, who enter our public schools today, have lived through six years of very complex and extremely significant experiences. Some have had good physical care, opportunity for varied experiences, associations with other children, materials for constructive learning, together with the love and understanding that make it possible for a child to meet his new responsibilities in school. Many others have had limited experiences because of limitations in capacity, lack of care, little opportunity to work with toys and materials, restricted play with others of their own age group or disturbed and unhappy family conditions.

Many primary teachers consider knowledge about the pre-school life and complete understanding of the children as essential. They believe they can help a child to make a better beginning in school if fortified with such understanding of him together with an acquaintance with his parents. More and more principals, teachers, and home visitors see the accomplishment of this as a joint responsibility.

During the school year 1940-41, the Indianapolis Schools initiated a program to explore the possibilities of more extensive work with 1B children. The program was based on the concept that later school difficulties might be prevented if the school could give more help to every child as he entered his first year. As a result, two committees were appointed under the direction of an Assistant Superintendent. One committee included six elementary school principals, the four district supervisors in the Social Service Department, with the Director of Social Service as chairman. The other committee was made up of the 1B teachers in one of the districts of the Social Service Department, the district supervisor and the home visitors working in those schools. These committees were asked to consider ways of stimulating interest in working with 1B children and their parents.

The three methods that were recommended for experimentation resulting from the efforts of these committees were: (1) group meetings including mothers of 1B pupils, the teacher, principal and home visitor; (2) individual conferences between teacher and parent; (3) interviews in the homes by the home visitor.

The Committee of 1B teachers worked out an outline of material to be used in discussions or in individual teacher-parent conferences or

for the home visitor and parent interviews. The outline was approved by the committee of principals and was distributed to all of the schools in the City with the suggestion that all 1B teachers might use it, or a similar one, for at least one group meeting with the mothers. A report at the end of the year 1940-41 indicated that 79 of the 81 elementary schools held at least one group meeting. In some of the schools, these were supplemented by individual conferences at school or home interviews by the home visitor.

Since the beginning of this experiment in 1940-41, most schools have continued with the policy of holding group discussions. For the last two years, 1B teachers have been given two half days during the first week of each semester for individual conferences with parents.

To supplement this general program, there have been a few experiments in which individual teachers and home visitors have worked together to explore the possibilities for more effective work with primary children. This part of the program has moved slowly for three reasons: (1) There was need to show results in terms of contributions to the child; (2) There was a limit to the amount of the home visitors' time that could be made available; (3) The mutual interest of the 1B teacher and the home visitor in working together on the problem was essential.

Procedures varied as home visitors worked to provide information for the teachers. The following are examples of methods that have been used.

Two home visitors worked with the school nurses in the summer round-ups for pre-school children sponsored by the Parent Teacher Association. At the time the pre-school children were brought to the school for a physical checkup by the school physician in preparation for school entrance, the home visitor also had an interview with the parent.

One home visitor and a 1B teacher worked out a plan whereby the home visitor made home calls on a selective basis. Visits are made to those homes from which the teacher feels she has the greatest need for help. This plan has been carried on consistently for several years.

A number of other schools have followed a plan whereby the home visitor has arranged for home interviews with parents who for one reason or another could not attend the group discussions arranged by the teachers.

During the past several semesters, one visitor has visited all the homes of 1B pupils in one school. The teacher and the visitor worked out a special cumulative record card that is attached to the regular

record card and is passed on to the next teacher. The teacher depends upon the visitor for information about the child and his home conditions, the strengths and weaknesses in the home. This report is not considered as a substitute for a teacher-parent interview. In each case, the home visitor has encouraged the parent to see the teacher. These contacts at school are not only beneficial to the teacher as they relate to the child, but are extremely helpful to her in becoming acquainted with the parent when no specific problem is being discussed. These conferences also give the teacher and parent a chance to establish a relationship which is an advantage if and when a problem should arise.

In another school the teacher held a group meeting with the mothers which the home visitor also attended. In this meeting, the need for mutual help was stressed and recognition was given to the fact that the parent can and wants to share important information about his child. An explanation was made of the plan for the home visitor to make an appointment to see each parent in his home at the earliest possible date. The teacher gave time for discussion of the importance of the plan and the general objectives.

As a preliminary part of the record to be kept on each child, the teacher wrote a paragraph on her observations and impressions as she worked with him in the classroom. The home visitor observed each child to become acquainted with him, his appearance, attitudes and participation in the classroom group. A report of this observation, also, was made a part of the record. The home interview was planned to give the parent an opportunity to discuss the child, his pre-school experience and problems. The parent was also encouraged to explain those things about the child which she considered to be of advantage in making a good adjustment in school or those characteristics that might have been of concern to her and perhaps to the school. Each parent was urged to go to school to get acquainted with the teacher. A summary of the home interview was given to the principal and teacher for their reference and use. The principal and home visitor were interested in the reactions to these interviews. Frequently, if there was a delay in reaching their homes, children asked the visitor when she was going to see their mothers. Following the interviews, many parents talked to both teacher and principal about how helpful the interviews had been.

The last project preceding to be included is given in greater detail because all of the teachers and the principal in this school have been interested in observing the results of the special 1B work.

During the school year 1940-41, the home visitor in that school was given extra time to work with the 1B teacher who had a class of forty-

one children. Twenty-two of these children are still in school in the city and are in the seventh grade.

The teacher started the work with a group meeting of the parents and in general followed the plan described above. The home visitor visited in the homes of all of the children in the class and succeeded in getting all of the mothers to the school for at least one conference with the teacher. The home visitor assumed the responsibility for: (1) giving an interpretation of the philosophy of the school, its procedures and methods of instruction together with an explanation of what home and school should expect of the beginning child; (2) explaining the importance of social adjustments, good health habits, the need for personal growth and development as being of equal significance as learning to read or acquiring other skills. Ways in which parents might work with the teacher to accomplish these were discussed; (3) encouraging parents to become acquainted with teacher and principal and to visit the classroom so that they might observe their child as a member of a group larger than the family and might also understand the modern methods of teaching; (4) inviting parents, particularly those new to the public school system, to participate in the Parent Teacher Association and other school activities; (5) accumulating information as to the cultural background of the child, parents' methods of discipline, the relationship of the child to members of his family, his health and his pre-school experiences.

The teacher and home visitor were interested in the fact that the children identified the home visitor as a tie between the school and their homes. To them, the visitor became a friendly person interested in helping them to get along better at school rather than a person who called at their homes because of trouble at school.

The story of Nora is typical of the cooperative relationships that developed.

When Nora enrolled in the 1B grade in 1940, she was 5 years and 10 months of age. On a Pintner-Cunningham test given after her enrollment, she received an I. Q. rating of 77. She was described as a nervous child who cried easily.

The home visitor found that she lived with her parents and three younger children, two sisters and a brother. The home was a large two story frame house located near the city limits. It was in poor repair, rather inadequately furnished and the housekeeping standards were low.

Both parents were born in the city. The father was employed at night in a factory located in a suburban area not far from the home. The father had lived in the same part of the city all of his life and

attended this same school. He was very critical of it because of the way he was handled as a pupil and was quite antagonistic in his attitude. The mother was more interested and expressed the opinion that there was value in the plan of home and school working together in the interest of the child. Both parents had completed two years of high school. The father dropped out of school when he was sixteen years of age because he "hated school".

The father was strong and in good physical condition. However, the mother was a very thin nervous woman and was under the care of a physician. She seemed easily upset and cried frequently. The father expressed concern about her poor health. The father appeared to be the dominant parent in the home and assumed major responsibility for the discipline of Nora and the three pre-school children. All of the family were members of a neighborhood church and attended regularly.

In discussing Nora, the mother described her as being nervous and easily upset. She wondered if perhaps the child might be imitating her. She said her daughter had a good appetite but was a restless sleeper. She shared a bed with a younger sister. The child, also, was under the care of a doctor. She had had no kindergarten or play school experience, but she attended Sunday School regularly. She had been supplied with books, crayons, and toys of various kinds before entering school. The mother said she played with the younger brother and sisters and was encouraged in outdoor play and association with children in the neighborhood.

The parents were encouraged to visit the school and to get acquainted with the teacher. The home visitor explained that their interest would be of help to their daughter and they would be able to share with the teacher the responsibility for helping her to develop self-confidence, independence and initiative. They expressed a willingness to cooperate and promised to visit the school.

In June 1941 when Nora was completing the first grade, she was given a Stone-Webster Reading Test. Her age score was 6 years 9 months and her chronological age was 6 years 7 months. Her teacher reported that both parents had visited the classroom several times and had kept in close touch with her.

In January 1948, the principal reported that Nora was doing average work and had maintained a regular attendance record. She was participating in extra-curricular activities and had a leading part in the Christmas play. She had developed into a very reliable child and assumed responsibility for assignments that were made to her. The parents had continued to keep in touch with the school. As each younger

child enrolled in the 1B grade, the parents followed the pattern established with Nora. The father or mother asked permission to observe the child in the classroom and had conferences with the teacher. They continued to follow closely the progress of all their children. The principal commented that on several occasions when the school had undertaken a special activity, the father called to offer his assistance if needed.

The principal and teachers together with the home visitor have been interested in observing the progress from year to year of all of these children in the original group of 41. In a review of the results of the work, the principal made the following report: (1) teachers have been aware of pleasant and helpful contacts with the parents as the children progressed through the grades; (2) there have been no failures in the group of twenty-two who are still in the school; (3) the parents have come to school oftener than most of the other parents; (4) they have seemed to be more interested in methods, techniques, and school procedures; (5) there have been a number of instances when these parents advised other parents to go to the school to talk with a teacher or the principal when they had a problem or a complaint; (6) there have been a few occasions in which new parents have been brought to the school by these mothers and introduced to the principal. This has made the principal feel that the influence of the work has extended beyond the children and families who were involved; (7) teachers have commented that the children seem freer to raise questions about things they do not understand; (8) there has been a feeling that a closer relationship has existed between these children and their teachers than has been experienced with other groups of children.

The work that has been done to date has not been consistent or continuous enough to serve as a basis for drawing definite conclusions. However, it is the conviction of principals, teachers and home visitors who have participated in the experiments that there are real possibilities in such work, if a regular program could be carried out over a longer period of time.

So far, impressions have been general that the teachers have gained a better understanding of the health, personal, home and school problems of the children. The children and their parents have seemed to have a better understanding of the school, its procedures, its methods and general objectives.

EDUCATION MUST RISE TO THE OCCASION

By ROBERT C. TABER, *Director*

Division of Pupil Personnel and Counseling

The Board of Public Education, Philadelphia, Pa.

I. Education Falls Short of Its Objectives by Too Wide a Margin

"Above everything else I want a first-class education for my boy—all the advantages I never had. That's why I ask whether your school has a good academic standing," said Mr. Wright very earnestly to the school principal. "I've come up the hard way," he continued, "and I don't want my boy to go through all that struggle." Similar words from countless fathers have echoed in the ears of school principals throughout the country.

Why should there be this emphasis on the academic at a time when our complex world demands more from our children in the way of emotional and social maturity than ever before? How much, as parents, can we actually give to our children in contrast to what they must secure *through their own efforts*? Are we helping or handicapping them when we attempt to reduce their struggle to a minimum?

If further schooling resulted in happier and more productive living, the answer to these questions would be more academic training. But there is all too much evidence to show that intellectual achievement does not add up to a good social and work adjustment. On every hand we see brilliant people who just miss making the grade; the physician who knows his medicine but who is blunt and deals with a heavy hand leaving his patients feeling uneasy or annoyed; the lawyer who has a superior legal mind but can't get himself across to a jury; the business man who is allergic to himself. We all have seen the nurse who knows her theory but can't seem to apply it in a practical situation, or the attractive and talented wife who is painfully shy and simply fades out in a group. All of us know people who are at odds with themselves and continually at loggerheads with others. Formal education has done little to prepare them for getting along with people or for making good use of their intellectual talents.

Perhaps you will protest that these are isolated examples and that the conclusion is therefore invalid. But when we examine the over-all facts, it is unmistakably clear that education has not prepared us for the day-to-day business of living. We are easily alarmed by the sharp rise in juvenile delinquency, but seldom do more than two per cent of the children of Juvenile Court age come into conflict with the law.

We have given all too little consideration to the following facts about ourselves in these United States.

5%, or 1 out of 20, will spend some time in a mental institution.

8%, or 1 out of 12, babies are born out of wedlock.

10%, or 1 out of 10, suffer from a mental breakdown at some time in their lives.

33%, or 1 out of 3, pregnancies end in an abortion, two-thirds of which are illegally induced.

33%, or 1 divorce was granted for every 3 marriages in 1945.

These are sobering facts which cannot be lightly brushed aside. When we add to them the fact that mention is constantly being made of World War III, so close on the heels of an atomic holocaust, it becomes crystal-clear that we must reexamine our educational objectives and processes. Never have we had more technical information and resources, or more specialized training at our command, and yet never has there been more widespread uncertainty and tension. Academic training has failed, not because it has no value, but for the reason that it is but one part of basic education. Our younger generation must be given a different type of educational opportunity if it is to survive, much less to achieve peace and security.

For many years educators have been talking of "the whole child", having recognized that children have instinctual drives, emotions and a body as well as a mind. Medical and dental examinations, as well as health education, have become a part of school services. The Curricula have been diversified with such additions as social studies, art, music and home economics. All of these have enriched our school offerings, but they do not represent a direct approach to basic personal growth of pupils. Education has been extending its periphery when it should be *revamping its very core*.

Mr. Wright is mistaking academic training for an all-around education of his son when he selects a school only on the basis of its academic rating. When he stops to analyze his own education, he will find that he supplemented his formal schooling with learning through practical experience. As he strove to hurdle the obstacles in his path, he developed courage, a sense of responsibility, inner security and ability to get along with people. In his very desire to protect his son from struggle, isn't Mr. Wright depriving his child of what it takes to make a man of him?

When we stop to think of it, the things we want most for our children can't be handed to them on a silver platter. The ability to give and take, not only to tolerate but to respect difference is something

with which we are not endowed at birth. The capacity to rise above adversity, to stay on the beam in the face of dislocation, to maintain a balance despite conflicting forces is a basic element of character. A sense of perspective which doesn't make mountains out of molehills, or restrict one's outlook to a narrow vantage point is not come by naturally for most people. An *inner* discipline, which enables an individual to put on his own brakes rather than having someone else put them on through suppression, is essential to standing on one's own two feet. These are marks of emotional and social maturity, all too often absent in adults. Their pettiness, prejudice and rigidity are reflected in an increase in ulcers of the stomach, high blood pressure and high tension. To be sure we can't re-endow individuals whose neurological tone or innate capacities are at a low level, but sound education can help them achieve stability and make productive use of their talents, even though they may be limited.

Instead of toughening the fiber and mellowing the temperament of our children, there has been a tendency on the part of both educators and parents to sap their vigor and encourage them to become brittle. We have been overly protective, safeguarding children from struggle by making their decisions and settling their problems for them. We attempt to choose their vocations, and to mold them into our own pre-conceived patterns. We are reluctant to see children grow up, and we exercise an insidious kind of remote control over them. How can a child establish his independence if he isn't permitted to try out his strengths? During the war we saw many drug store cowboys leave with a listless and uncertain attitude, only to return rugged, filled with purpose and confidence. Once confronted by challenge and grave obstacles, they rose to the occasion and demonstrated their dormant capacities. By postponing the time when young people take responsibility for their jobs, marriage and families, they have been deprived of the challenge which calls upon them to organize all of their energies, not just to apply brain power to subject matter. They want the satisfaction of hitting on all eight cylinders, not just one or two. Educators have all too often added to the problem by not requiring them to work up to their individual capacities. Consequently many children have acquired the habit of taking the line of lease resistance.

Both as parents and educators we have not recognized fully the extent to which former channels of educational opportunity have been restricted. Several decades ago, the adjustment to a group and the development of a sense of responsibility began early when a child grew up as a member of a large family. The mere weight of household chores

required a sharing of tasks and a foretaste of the rigors of living. With families of today averaging fewer than two children and modern conveniences eliminating so many duties, the opportunities which automatically opened up have been reduced to a minimum. The post war tendency to restrict employment to youth of eighteen years of age or over has denied them work experience as a means of supplementing formal education, a *particular* lack for those whose intellectual interests are limited and who are eager to test themselves out in the work-a-day world. This drying up of incidental educational experience in the home and community places a new responsibility upon educators and parents to develop a different kind of educational experience to supplement formal instruction.

If the truth were to be faced squarely, we have handicapped our children by those so-called advantages and by our overly-protective attitude. All too often we have made ego-centered individuals out of them at the very time when a spirit of collaboration and cooperation is called for. The going will be increasingly rough for the "rugged individualist" because he exercises a diminishing control over the forces which surround him. The emergence of strong pressure groups such as veteran, labor, business and professional organizations has put an end to the day when an individual can carve out a secluded niche for himself and operate independently of others. Success in the future will rest in the ability to work and live in harmony with a group. **Going it alone will be resisting the tide.**

By and large, parents and educators have not fulfilled those broader objectives because we have relied too heavily on instruction rather than on *vital experiences*. It is not a mere matter of learning by doing but by *doing with others* in a situation which throws increasing responsibility upon the individual as he is ready to assume it. This type of experience challenges his *whole* being, not just a part of himself. He develops an inner security as he is stimulated by a series of hurdles and successfully overcomes them. He learns to integrate all aspects of his nature. We learn but little of the lesson of give and take through indoctrination. It becomes an integral part of us only through actual experience. A child seated at a desk in a class of thirty to forty may have a high opinion of himself. But when thirty or forty individual personalities are unleashed in the rough and tumble of an informal activity, that opinion is likely to be deflated. The others will quickly put him in his place. A child then learns how much he can give and take without completely submerging his individuality or riding roughshod over the rights of others. However, despite this commonly accepted viewpoint, too many desks are

nailed down to the floor, and classes remain so large that there is little opportunity for the socialization of the individual which takes place through informal group activity.

A sharp reevaluation of educational objectives, a bold revision of program and a generous increase in expenditures are essential if we are to substitute education in its larger sense for mere academic training. No one knows all of the answers, but if we will draw upon the best programs throughout the country, we will have a substantial beginning. However, it is not a job which educators alone can do. It will require the vigorous and continuous support of parents and the public at large. The following are aspects of education which urgently require rethinking and a new emphasis.

II. Strengthening the Core of Education

SMALLER CLASSES

When classes number thirty-five to sixty or more, education is being offered on a mass production basis. The principle of standardized parts and assembly line tactics are highly successful in business but never can be applied to children, each of whom is an individual different from every other. For the most part we are *exposing* boys and girls to courses of studies to take what they can or will when we should be *engaging their whole personalities in experiences geared to their individual needs and abilities*.

The best of teachers can't hold the attention of a large class ranging in caliber from the eventual window-washer to the surgeon. Teachers have worked under terrific handicaps and have been frustrated by the feeling that they are doing justice neither to the superior nor the limited child. Is it any wonder that the teacher's desk is in front of the traditional classroom in a position of authority and command? An informal arrangement gets out of hand all too readily with such excessive numbers. Children may learn to read and write together, but they learn little of living together in such a formal atmosphere. Classes should range from fifteen to twenty-five pupils.

WELL ROUNDED TEACHER TRAINING

Teacher training should be permeated, if not saturated, with the philosophy that schools are established to teach children, not subject matter. A pupil who doesn't like his teacher will stubbornly resist learning. A teacher with a colorless personality, a listless attitude, or lack of sensitivity to individual differences may produce an emotional

block in the most brilliant pupil. Personality fitness should be a requisite for admission to teacher training institutions.

Schools of education should draw heavily upon psychiatry, psychology and related fields to provide a basic understanding of behavior and of personal growth. Too much emphasis is now placed on devices to test and secure information about the pupil, with too little regard for the dynamics of behavior and the educational climate conducive to all-around growth.

A longer period of practice teaching with attention being given both to techniques and to the personal and professional growth of the teacher himself is essential to adequate preparation. In-service training must be offered at intervals during the teaching career to insure continuous professional growth.

SELECTION OF EMOTIONALLY AND SOCIALLY MATURE TEACHERS

Although the personality of the teacher is more commonly accepted as a major consideration in selection, we still rely upon grueling pedagogical examinations as a means of rating their aptitudes. Seldom does a written examination get at basic attitudes, the breadth of outlook and the balance and judgment of the candidate. Oral examining is looked upon with suspicion because of the subjective judgment which must necessarily enter in, and it is not usually given the major weight in the total examination. The proverbial "fliberty-gibbet", the unbending soul, the dictator, the moralizer still find their way into our classrooms, only to hold back our top-flight teachers and to promote pupil antagonism against learning. If we should err, it would seem best to err in the direction of selecting teachers who live richly, rather than those who come dangerously close to not living at all. And we, as a community, should let them live as human beings, without interfering with their personal affairs.

If our teachers are to help prepare our children for the entire gamut of living, they must possess a promise of emotional and social maturity in themselves. There is no room in our schools for the teacher who is cut off from life, or who never gets beyond the adolescent stage. We have reason to be proud of the majority of teachers, but too many persons still enter the profession to work out frustrations and problems which they have been unsuccessful in handling in their personal living. Schools, in order to be alive, must be manned by teachers who live richly but with balance.

ACADEMIC STANDARDS DIFFERENTIATED FOR VARIOUS INTERESTS AND ABILITIES

Every community has its retarded and its superior children. To place them in the same class on the basis of chronological age is to do a grave injustice to both. The retarded child is over his depth if instruction is given at the level of the superior child, and the brilliant child is miserable if he is held down to the level of the retarded youngster. The latter will founder and grow to feel inferior, while the former will not be stimulated and will coast along. Both are apt to become restless and troublesome. To be sure a pupil who has a third grade reading ability can remain in the third grade indefinitely only to his own undoing as well as that of the regular third graders. But to give him the usual high school diploma, when his work is below par, is encouraging him to sail under false colors. He is due for a severe setback if an employer hires him expecting the proficiency of a graduate.

Essential to personal growth is the understanding and acceptance of one's own strengths and limitations. If a youngster can't swim, he is in certain danger when he goes over his depth. When a school fails to help a child come to terms with his strengths and his weaknesses, it leads him into a series of frustrations and failures. A child should be expected to work up to his capacity with full provision for the broad range of abilities which exist in our schools under universal education. A high school pupil with third grade reading ability should have biology, but not at the high school reading level. Children should be placed with others of their own age, but separated into classes according to their abilities with instruction differentiated in line with their various levels. As a result, there could be as many as ten different instructional levels within a twelfth grade in a large school. Coming to accept one's capacity in relation to others encourages rather than discourages a pupil. He then wades in up to his particular depth with a sense of security. It is *continuous failure*, not grade level classification, which defeats a child. As long as he is a part of the regular school and not an outcast shunted off to a special school with its usual stigma, he develops a sense of self-respect.

GREATER USE OF THE PROJECT METHOD

Working together, as evidenced by the Stone Age, runs counter to man's individuality. It is a product of civilization. It can be learned, but not readily taught because it involves individual adaptation which comes primarily from personal experience. Since it is basic to the

security and welfare of our future, we must provide the means by which it can be learned.

The project method holds great promise. Our present use of it is all too cautious and unimaginative. Teachers tend to write the plays and assign the parts. They define a project on the basis of the facilities available. Sometimes teachers believe availability means facilities not too far away from the school building. The true project method leaves the initiative and decision to the youngsters, under the guidance, not the control of the teacher. They may be overly ambitious but through it they learn what they can and cannot do. Not infrequently they surprise themselves and the teachers with their ingenuity. Why shouldn't they engage in a project which takes them out into the community, working in hospitals and serving as recreational aides, helping a city planning commission with its surveys and a host of other activities? These activities are generally carried on by teachers who give generously of their own time and volunteer to take the responsibility for the supervision and the details involved. If such a program is to be carried on extensively, teachers handling it must be relieved of other duties. The projects should permit pupils to assume increasing initiative and responsibility as they demonstrate their readiness. Through such experience they learn to think, feel, live and work as a part of a group, a basic necessity in this modern age.

REACHING OUT INTO THE COMMUNITY AND BRINGING THE COMMUNITY INTO THE SCHOOL

A school becomes alive as it reaches out into the community and as it brings the community within its four walls. As a matter of fact, a forward-looking school has no walls in the sense of being an ivory tower, isolated and sacrosanct. Once again the school has been too cautious. It is more apt to show an industrial film than it is to permit its pupils to make tours where they can get the feel of working conditions and scientific advances. It is more likely to invite a speaker on housing than it is to have pupils observe conditions first hand. The community offers a vast laboratory, far more vibrant and elaborate than any school system could devise. It is high time that we follow those leaders who have demonstrated the value of these vast resources.

TESTING SERVICES THROUGHOUT THE SCHOOL CAREER

Since the beginning of time man has devised some means for finding his bearings and setting his course—from the stars to the radio beam. Generally he has some notion as to where he wants to go, the power

of his means of travel and the best route. Such has not been true always in education. Everyone needs an education, but not the same type. It should be geared to the pupil's individual interests and abilities and should serve his purpose. Why should a boy with an I. Q. of 70 (100 is average) set out to be a master mechanic when he will do only fairly well as a plumber's helper? Why should a studious and painfully shy girl prepare for a sales career when she might be an expert in research? And yet every occupational study reveals a large proportion of misfits and failures.

Testing devices are far from perfect, but tremendous strides have been made in developing various types of tests which give some indication of intelligence, interests, manual dexterity and personality factors. They serve to help a child find his bearings, determine his objective and set his course. Why rely upon the hunch or the shot-in-the-dark method when such tests are available? Education will have more purpose and meaning when it is adapted to individual needs. Testing can prevent years of waste, time and discouragement through proper pupil placement.

Testing should start with kindergarten and continue throughout the educational career, serving as an indicator and guide, not as a fool-proof instrument.

COUNSELING FROM KINDERGARTEN THROUGH HIGH SCHOOL

The fast moving tempo of our day makes fresh and vigorous demands upon our children. They are subject to increased tensions and the necessity of making innumerable choices. They can be lost in the shuffle all too readily unless individual assistance can be given when and to the extent that it is needed. Teachers always counsel with their pupils but they do not have the time, facilities, specialized knowledge or skills required to meet the broad range of problems; the child who is unhappy because he never was wanted by his parents; who fails because of a reading disability; who is listless because of nutritional deficiency; who is rebellious because of parental discord; and myriad other maladjustments. A series of private conferences with the child, his parents or both may be necessary before the youngster can make an adjustment and use his educational opportunities constructively. The specialized services of a child guidance clinic, a social agency or hospital may be necessary. Most children need individual help at some time in their struggle to grow, to achieve satisfying social relationships, or to make sound educational and vocational choices. The trouble-maker has pre-empted the time of the teacher at the expense of the others. Teachers

and counselors as partners can prevent minor maladjustments from becoming acute problems. Professionally equipped counselors* should serve all children from kindergarten through high school.

A FULL KNOWLEDGE OF OCCUPATIONS

Although education presumably helps prepare a person for making a livelihood, rare is the school which introduces its pupils to the broad range of vocational opportunities, affords a chance to explore them through tours of industrial plants as well as reading matter, indicates the likelihood of an opening in the field of their choice. Studies reveal an over-choice of the professions, and a distinct veering away from the kinds of jobs such as sales and clerical where the preponderance of openings are to be found. A student should be permitted to pursue the occupation of his choice, but not without a full knowledge of the training and experience requirements, the extent of his aptitudes and abilities and some indication of his chances of securing a position.

Occupational information is often given at the ninth and twelfth grade levels but what about the pupil whose interests and circumstances change? What about those children who drop out of school before completion?

Specific and ample time should be given for the teaching of occupational information with progressive specialization beginning with the seventh grade and continuing throughout high school. When combined with testing and counseling, it enables a student to make effective use of his schooling in preparation for his job or profession. Educators should no longer be permitted to send students off with their blessings, knowing full well that they are woefully unprepared for what is to follow.

COMBINED SCHOOL AND WORK EXPERIENCE

"The vitamin of work" is sadly lacking in the diet of our children. This statement made by Dorothy Canfield Fisher in her book entitled "Our Young Folks" puts a finger directly upon one of the great deficiencies in educational opportunities which previously supplemented formal training. If the entrance of youth into the labor market is further postponed by again raising the compulsory school age, the problem for many children, as well as for the educator, will be greatly increased. Forcing further school attendance is not unlike removing the tonsils of all children whether they need it or not.

All children profit by work experience whether it be paid or voluntary*also called visiting teachers, school social workers, home and school visitors, etc.

tary. It tests out the individual and helps him develop a sense of responsibility, of working with others and it challenges his capacity "to make good". It provides a practical and real life experience which is difficult to manufacture within a school. Business and industry provide a vast resource of educational opportunities when work experience is combined with school. Antioch College has demonstrated its value at the college level. Its value to secondary school students was demonstrated during the war when schools, in order to hold pupils who were dropping out for full-time employment, developed combined school and work rosters, giving credit for successful job experience. It proved its value when pupils, formerly chronic truants, attended regularly, took a fresh interest in their studies and literally grew up in a period of several months. This type of program should be developed and offered to pupils whose best interests it would serve. It is a part of the educational process.

A SPECIALIZED EMPLOYMENT SERVICE FOR YOUTH

Too many schools for too long have heaved a sigh of relief when their non-academic students reached the working age and dropped out. But unfortunately for the community these pupils tend to be the least prepared for job and social adjustment. They flounder about from one job to another if jobs are plentiful, or are unemployed if jobs are scarce. They soon find their way into delinquency and crime endangering the life and property of others.

The transition from the all too protective atmosphere of the school to the demands of the world of work is difficult at best. The first job may well set the tone of the youth's entire work career. Job placement of the new entrant to the labor market is a specialized service, very different from that required by the adult who knows his way around. The school has a definite responsibility for providing a junior employment service working closely with the State Employment Service.

PREPARATION FOR MARRIAGE AND FAMILY LIVING

The increasing number of divorces, illegitimate births and abortions places a problem squarely upon the doorstep of parents, educators and the clergy. Before World War I a distinct moral code existed by which forms of behavior were labeled black or white. The former prissy, hush-hush and holier-than-thou attitudes are gone for all time. A new freedom has followed but we have failed to develop ethical and social values to serve as guideposts in using this new freedom constructively.

The school, with the cooperation of the home and the church, has an obligation to prepare for marriage and family living, including sex education. To be sure it is dynamite to teach about sex, but it is more dangerous to avoid the matter. Whether sex is expressed or repressed, it is a vital force in the lives of every one of us. Why should preparation for marriage, the most meaningful and vital experience of life, be left to the street, to the morbid and to underground literature? Is it any wonder that distorted and sinister attitudes develop to set the odds against happy marriage and parenthood?

Sex education involves so much more than the imparting of accurate factual information. Youth must be assisted in developing a wholesome outlook, a set of values which have meaning for them. It requires the rarest qualities to be found in teachers and must be launched with the utmost of care. It is far from being an easy task. However, one thing is unmistakably clear. Ignoring this area will not change it, but will accentuate the problems now facing us.

EDUCATORS AND PARENTS AS PARTNERS

Once the child has entered school many parents have been all too glad to have the school take over the responsibility. Educators have likewise been quick to accept it, not always having too much respect for what parents have done. But education isn't like that. It is a process which goes on at every waking moment, and is not confined to the classroom.

Parents have little contact with the average school aside from seeing a play or attending open house. They are likely to be called in when their children get into trouble whereas several conferences a year between parents and teachers should be a regular part of the program. Parent-teacher organizations are sometimes feeble gestures toward a cooperation which should be vigorous and vitally concerned with the core of the school program. Why should we be surprised when parents and educators work at cross purposes and each points an accusing finger at the other? We must be partners in education.

A WORKING KNOWLEDGE OF SOCIAL ISSUES

The person whose blood pressure rises at the very mention of labor unions, public housing and government regulations refuses to face the reality of our times. Broad social issues disturb him because they run counter to his philosophy of the "rugged individualist". They are threatening to him because they are an unknown quantity and are un-

familiar to him. He is adept at handling the tangibles in business which he can mold and change to suit his ends. He is not at home with unwieldy social issues whose solution requires cooperation on a broad front.

The trend throughout the world toward a collectivist economy, the upsurge of racial conflict, the tension between labor and management and countless other issues cannot be ignored if we care about preserving our American way of life. We must grapple with them objectively and vigorously. Youth, at an early age, should have a working knowledge of social issues, not a mere nodding acquaintance. Opposing beliefs should be brought out into the open to enable a student to sharpen his powers of analysis and evaluation, as well as the capacity for handling them. The attitude of the proverbial ostrich with his head in the sand is not only naive but dangerous. If we believe in Democracy and its principles of individual freedom, self determination and cooperation, these self same principles should permeate our schools. If education encourages children at an early age to explore conflicting issues, to become working members of a group, to be at home with social problems, children will be challenged—not threatened by the complexities in social adjustment. The tendency to restrict educational forums to non-controversial issues defeats the very purposes of this type of education.

EMPHASIS UPON ETHICAL AND SOCIAL VALUES

No one is sadder than the person who wanders through life aimlessly and without purpose. He secures few satisfactions and is an anathema to everybody. All people do not seem to be attracted to religion, but we all acquire a conviction about living and a set of ethical and social values which serve as guideposts. These are sadly lacking in our educational program. By default, rather than design, emphasis is placed upon material success, shallow living and cutting corners. The deep satisfaction which comes from the completion of a job, the making of friends, establishing a home and family, and service to our fellow-men seem to be lost. Many of us don't seem to care where we are going, just as long as we are in motion. It is this very lack of satisfactions which gives rise to so much frustration and maladjustment.

In an effort to get away from preaching and moralizing which are ineffective, we have gone to the other extreme and left boys and girls with little or no guides. We have a responsibility to find a means whereby ethical and social values are not superimposed but can be developed by children and youth in terms that have meaning for them,

and can be *practically applied*. Unless we develop a belief in the integrity and worth of individual man, a sense of social responsibility and an observance of the rules of the game, our racial, social and national conflicts may well destroy us.

A GENEROUSLY EXPANDED BUDGET

The teaching profession is not for the faint of heart or the anemic. It calls for redblooded men and happily adjusted women who love life and are not afraid to live. We need more and better teachers. We can't hope to secure them on salaries which offer a mere existence.

Education, if it is taken seriously, is a costly business. It calls for a doubling of teaching personnel, a substantial expansion of plant and facilities and courageous and able leadership.

Two World Wars and atomic bombs have failed to bring peace. What is there left but a broad and rich educational experience to prepare our children to build security? Having spent the astronomical sum of eighty-five billions (\$85,000,000,000) in a single year to wage a war, perhaps we could afford to gamble another three billions (\$3,000,000,000) to double our educational budget.

Education is urgently in need of a general overhauling. We have too long paid lip service to these larger objectives. An unconscionable burden has been placed upon school administrators and teachers who are handicapped by insufficient personnel and facilities. They will be found ready if given adequate moral and financial support.

Our children have a right to expect vital and personally enriching experiences which will toughen their fiber, mellow their outlook and help them to develop a capacity to *meet* the world, not to be pushed around by it. We can't afford to offer them any less. Education must be given first priority if our social maturity, which has been outdistanced by our scientific and productive capacity, is to regain the lead.

AN EXPERIMENT IN SUMMER FIELD WORK IN A SCHOOL SETTING

By OPAL BOSTON, *Supervisor,*
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The Division of Social Service of Indiana University operates on a semester plan with an eight weeks summer session. The faculty became deeply concerned about the lack of summer field work placements for several reasons. One was the large number of employed social workers in Indianapolis who had taken several courses but who had had little or no field work. Numerous requests for summer field work had come, particularly, from employees of the Social Service Department of the Public Schools. During the war the Social Service Department of the Public Schools, like many other agencies, found it necessary to make some emergency appointments of workers who did not meet their minimum standard of one year of graduate study in a school of social work, and since these people have their summers free it seemed important to try to meet their educational needs if possible.

The Social Service Department of the Public Schools had always closed during the summer vacation except for the administrative offices. This meant that previously it was necessary to terminate field work in the schools in June. Other agencies were understaffed and in 1946 summer field work placements were possible in only one agency because of the vacation schedule of agency staff.

Early last spring in planning for the summer of 1947 the Director of Field Work in consultation with the Director of the Social Service Department of the Public Schools raised the question of the possibility of keeping a social service unit open in the public schools on a cooperative basis. Because of the supportive interest of the Director it was possible to work out a summer plan whereby the Division of Social Service of the University paid the salary of a member of the school social work staff who had been used as a Field Work Instructor by the University but whose own agency load had permitted her to train only one graduate student during the regular academic year. The Social Service Public Schools furnished office space and clerical assistance. The largest district office was selected as the location from which the field work unit would operate. This was on the campus of a large high school which carries on a full scale high school program during the summer.

In addition the University was able to maintain a continuous unit in the Marion County Public Welfare Department under its own full time field work instructor. Although classes run for an eight weeks period it was thought that nothing less than a ten week period of field work would meet minimum standards for a field work term so twenty-five hours a week for the ten weeks was required of each student. It was believed that each unit with a full-time instructor should consist of not more than five students, but yielding to the deep desire of one member of the Social Service Public Schools Staff six students were placed in the joint training unit.

As a safeguard in the use of such field work a policy was adopted that no student may have more than one term of field work on this short time basis. Any additional field work will be taken as part of a full-time program and during the regular academic year. Since the Division also requires two different agency placements for each degree candidate, no agency worker may be graduated without field work in an agency other than his own.

Five members of the Social Service Public Schools Staff took advantage of the opportunity for the summer plan, two were assigned to the Marion County Public Welfare Department and three went to the Social Service Public Schools unit on the basis of expressed preference.

Each of the field work students could also take one two hour or one three hour credit course and they were encouraged to do this but not all took a class room course. In every instance the employed persons placed had had a basic course in psychiatric information and a beginning casework course and some had more.

Of the six students assigned to the unit, two had had two semesters of field work, two had had one semester of field work, and two (staff members of the Social Service Department, Public Schools) had had no previous field work. Two of the third semester students had had several years of teaching experience. One full time graduate student was taking her second consecutive semester of field work in the agency and another full time student continued the experience into the fall term. Therefore only one of the six was limited to the one semester when school was not in session and she was a second year full time student with considerable child welfare experience who was particularly desirous of having this type of placement following two semesters in a child placing agency.

Since the students had not yet been assigned at the time when the selection of cases for summer loads was necessary, it was not known just what their knowledge of and experience with the Indianapolis

school system would be and how much they would know of the field of social service in a school setting. Therefore, those cases were selected which would give an opportunity for the student to become as well oriented as possible to the school system and to this specialized field of case work carried on under the auspices of the public schools. The cases used were selected with the help of the regular staff members, supervisors, and the school principals. Interpretation was given by the field work instructor regarding the plan and each case was discussed individually with the social worker and supervisor. In addition, in as many situations as possible, the field work instructor discussed the individual case and the field work plan with the personnel of the school which the child attended. Preference was given to those cases which the school felt needed continuous service after the closing of the school year and where teachers, principals and the regular school social worker would be available for conferences. In all cases which were finally accepted the family understood the service and wished to take advantage of it. Transfer to the student worker in each case was made by the regular social worker. High School cases were selected especially because of the easy access to the personnel as well as to records, both academic and guidance. Attention was also given to the variety of types of problems which were representative of those usually referred to a school social worker. Some of the problems indicated in the original referrals were: truancy, school failure in spite of superior mental ability, withdrawn personality, aggressive, hostile behavior in school and community, immature, infantile behavior at school and superior academic achievement but poor social adjustment, poor home-school relationships, family problems reflected in child's school adjustment, and medical problems (eye and ear) affecting the child's school adjustment.

Twenty-nine cases were carried throughout the summer and since time was limited, assignment of almost the entire load was made within the first two weeks. Each student averaged 253 field work hours, a total of 174 home visits and 71 collateral visits were made, or an average of 41 visits per student worker. Eighty-nine office interviews were held with an average of fifteen per student. Supervisory conferences were scheduled so that each student had a regular weekly conference of from 1½ to 2 hours. Two formal group meetings were held but only one in which all six student workers were present. One group meeting was planned around a discussion of the specialized type of resources within the school system and their use by the school social worker. Observation of class room activity was possible in high

school situations only, and this was done in a few instances. Ages of the twenty-nine children ranged from six to sixteen inclusive; fifteen being over twelve years of age and fourteen between six and twelve years of age. Grade placement was scattered. Twelve children were in grades 1B through 4A; seven in the seventh and eighth grades; eight in high school and two in special or ungraded classes.

Experience with the use of community resources was as varied and available to these students as would have been true during the school year. Cooperating with student workers on their cases were the Child Guidance Clinic in the children's hospital, Family Service Association, County Department of Public Welfare, Juvenile Aid Division of the Police Department, and pediatric clinics in state and city hospitals. Interagency conferences were held as well as conferences with private physicians in general medicine and psychiatry.

To give as broad an interpretation as possible of the field of social work in the school, reading material on the general subject was made available with a limited number of definite assignments. These were made, especially in the areas where actual observation was not possible since the grade schools were closed. Some group discussions were centered on school social work and the differences between the school agency and some other local agencies; such as, involuntary referrals, the use of authority inherent in the school attendance law, relationships with other law enforcement agencies and the school's more informal intake procedures as contrasted with other agencies' controlled intake policies.

The school personnel showed particular interest in the field work program and gave freely of help and, in some instances, volunteered to come to the district office for conferences. In the majority of cases, some contact was made with the child's teacher and principal and in a few instances a rather close contact was kept throughout the summer. In those situations where the student worker would not be continuing in the fall semester, conferences were held at the end of the ten weeks with the regular worker and with the school personnel in order to realize full value from the summer case work for the child and his school.

The positive values of this joint project were that it was possible for workers who had had no field work and who could not immediately make the financial sacrifice to come for a longer period of time, to have the advantage of some field work instruction. It was apparent from what several of the students voluntarily said about the placement that it had opened vistas of more skillful service for children and that it

may result, in some instances, in planning for further professional education.

The presence of the three school social workers gave the unit the atmosphere of the regular agency office, while the presence of the advanced students who were attempting to integrate theory with practice served to differentiate it from a work experience.

The field work instructor thought it would be better for the regularly employed school social workers to have a placement in another agency, however, the Division of Social Service of the University believes that the fact that such workers are already oriented to the agency may facilitate learning in the short time placement and give them an opportunity to see what can be accomplished with limited loads and close supervision.

For the full-time students the arrangement made possible summer field work which was either a continuation from a previous semester or the beginning of a longer placement.

More school social workers are needed and such a training unit is important in their preparation. For all students it offers a rich experience in focussing their case work learning on work with children. It also serves to give those who will be employed in other social agencies an opportunity to become acquainted with the school setting.

Certain disadvantages were seen but these were overcome in large part by the careful planning of the field instructor. Since the grade schools were closed, there was little opportunity to work closely with elementary school personnel but it is highly significant that those teachers who remained in the city were interested enough in the service to come in for conferences. It is apparent that ten weeks is a short time in which to initiate treatment unless it is a part of a continuous experience.

The whole project, which was imaginatively executed by the Social Service Department of the Public Schools, demonstrated the value of the continuation of social work by the schools through the vacation period and has been seen by the University as a sound educational experience which should be repeated with certain modifications another summer.

MEMBERSHIP

Membership in a professional organization is a strengthening factor for the individual practicing within that profession. This is as true for the school social worker as it has long been for members of other professions. National Association of School Social Workers has members in 34 states and in Hawaii.

All members receive the National Association of School Social Workers Bulletin and other materials such as reprints, book lists, conference programs, notices, and other publicity. Membership is determined by the training and experience of the applicant.

Applications for membership and a statement of membership requirements may be obtained from the Membership Chairman, Miss Rose Goldman, Room 515, c/o National Association of School Social Workers, 130 E. 22nd St., New York 10, New York.

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Copies of N.A.S.S.W. Bulletins from the March 1946 issue to the present are available at the Executive Office in limited quantities.

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Changes of address should reach the office of the Executive Secretary as soon as possible.

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We should like to ask members and friends of N. A. S. S. W. to take a more active interest in the Bulletin. If you have an article or a suggestion regarding a paper we might publish, SEND IT IN. Manuscripts should be addressed to the Executive Secretary and can be accepted for publication only on condition they are not being published elsewhere. They should be typewritten doublespaced and there should be two carbon copies. Authors of papers accepted will receive five copies of the issue containing their article.

